

## **WIDA Can Do Descriptor Check Sheet**

### **Orientation and Use**

#### **How do I use this tool?**

1. There are five levels on this chart that correspond to the five levels of language proficiency outlined in the WIDA Can Do Descriptors. The chart is also separated into the four domains of Listening, Speaking, Reading, and Writing.
2. You will notice that to the right of each level there are two blank columns with the heading WO and M. These columns are to be checked to indicate the student's current abilities based on teacher evaluation. When completing the check sheet, each indicator should be examined for each student to determine what level the student is at. The teacher should put the date indicator levels are determined for the student in the WO (Working On) column of the level that the student is currently attempting to master.
3. As mentioned in #2, when a student is currently working on a specific indicator in one of the levels, that is noted by putting a date in the WO column corresponding to the date the teacher determined the student to be attempting to master that indicator. Once a student masters an indicator in one level and is ready to move to the next level, the teacher would put the date in the M (Mastered) column of the level that the student just mastered and the same date in the WO column for that indicator in the next higher level that most closely corresponds.
4. You can use this tool to focus your teaching on the individual skills that the student is currently attempting to master regardless of their overall language level. You would do this by examining the indicators the student is Working On (WO) and focus on improving the student's skills in that area.
5. You can also use this tool to help other teachers understand what they can expect from the student at his/her level of English proficiency. For this you would focus on the Mastered (M) column. By reviewing the indicators in the Mastered column, you will be able to help the content teacher understand what the student Can Do at this time. This will help them be able to understand and better scaffold their teaching to the student's abilities, and also help them know what they can do to help move the student forward by reviewing the WO indicators as well.

#### **How often should I check the student's indicators using this tool?**

How often you monitor your student's indicators is up to you. If you have the time and are able to keep an ongoing monitoring of your students on a daily or weekly basis, that would be incredible. I would recommend that you try to review each student's check sheet once a month. In order to make this a valuable tool, it should be reviewed no less than once a quarter. NOTE: This should not be used as an objective measure of student progress. It is intended as an aid to instruction and cannot be used as an empirical tool to measure progress.

## **Questions about how to use the WIDA Can Do Descriptors Check Sheet:**

### **Possible ways to establish levels:**

The following are some suggested possibilities for how indicator levels may be established. This is not an exhaustive list and you are allowed to use ideas to accomplish and document identification of indicator levels for students.

1. ACCESS for ELLs or W-APT performance scores by sub-skill (listening, speaking, reading, and writing): This should provide a good starting point. A student's sub-skill level could be used to determine what indicators to look at first, so that time isn't wasted looking at indicators for levels that the student has clearly mastered or clearly not mastered. However, each indicator reported on the ACCESS for ELLs sub-skill area for a student should be reviewed individually because just as a student's overall score may be different than each sub-skill, their level indicators may not all be at the same level in a sub-skill (i.e. On ACCESS for ELLs if listening and speaking were at the level 2 and reading and writing were at the level 4, the student's overall level would be might be level 3).
2. Teacher observations: Teacher observations could be used independently of ACCESS scores, or in coordination with them. This might be especially useful for listening and speaking sub-skills.
3. Coursework: This may not work for use with new students or when school begins in the fall. Some indicators that might require coursework to document may need to be established after an initial time period when enough coursework is available. This could be used during the school year because by then you should have plenty of coursework.
4. Tests and / assessments: Again, this may not work for use with new students or when school begins in the fall. This could be used during the school year because by then you should have plenty of coursework.

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